

DOCUMENT RESUME

ED 161 822

SO 011 310

AUTHOR Bereday, George Z. F.
TITLE Global Concerns for Education.
INSTITUTION City Univ. of New York, N.Y. Bernard Baruch Coll.
PUB DATE 1 Nov 74
NOTE 16p.; Paper presented at Annual Conference on Teacher Education (23rd, New York, New York, November 1, 1974)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Cultural Interrelationships; Developed Nations; Developing Nations; *Educational Change; Educational Needs; Elementary Secondary Education; Futures (of Society); *Global Approach; *International Educational Exchange; International Relations; Social Attitudes; Teacher Education

ABSTRACT

The mission of the American people is to achieve a high level of global sophistication that will enable them to serve others and to carry out their own interests. In order for American educators to contribute to this effort they must (1) be able to foresee the necessary modifications in teacher training that correspond to the development and expansion of educational systems throughout the world, and (2) gain awareness of the cultural differences and economic problems of nations with limited educational opportunities. In addition, American educators must renew their concern for the world as a whole, which has rapidly become interconnected and interdependent both politically and economically. In past years the Peace Corps has shown a significant commitment to global concerns. American volunteers were willing to put aside the technological conveniences of their own culture to help educate people in primitive societies. Although the United States is currently facing problems related to the recession and high inflation, Americans must continue to tap their resources in educational and political leadership and fulfill their commitment to a world they have always served in the past. (Author/AV)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED161822

Global Concerns for Education

By George Z. F. Bereday

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lee Cohen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Paper presented at 23rd Annual Conference on
Teacher Education (New York, New York, November
1, 1974).

SO-011310

A lecture presented
in honor of the memory of
Benjamin Rosner
1930-1974
University Dean of Teacher Education
The City University of New York
1968-1973

Published by the Bernard M. Baruch College
through the courtesy of Dr. Clyde J. Wingfield,
President, and Dr. Gerald Leinwand, Dean, School
of Education.

**COMMITTEE FOR THE 23rd ANNUAL CONFERENCE
ON TEACHER EDUCATION
THE CITY UNIVERSITY OF NEW YORK**

Henrietta Dabek, Chairperson and Beatrice K. Levy
Brooklyn College

Angelica W. Case and David S. Sarner
The City College

Ellis I. Barowsky and Derek Vidler
Hunter College

Helen Sherman
Queens College

Estela C. Matriano and Bea Mayes
Richmond College

Iris M. Elfenbein and Paul Jacquith
Lehman College

Lester Alston
Baruch College

Sneh-Passi-Roy and Mildred Wehrly
York College

Maurice Lohman
Office of Teacher Education, The City University

Arthur Anderson
Medgar Evers College

Silvia Seidman
Borough of Manhattan Community College

Mildred N. Rupp
New York City Community College

Robert Loo and Marilyn Moynahan
Queensborough Community College

COMMITTEE ON COORDINATION
OF TEACHER EDUCATION
THE CITY UNIVERSITY OF NEW YORK
1974

Max Weiner
Acting University Dean of Teacher Education
Chairman

Doyle M. Bortner, Dean
School of Education, The City College

Norris Fliegel, Dean
Programs in Education, Hunter College

Irene Impellizzeri, Dean
School of Education, Brooklyn College

Marvin Taylor, Dean of
Teacher Education, Queens College

James Sanders, Chairman
Division of Professional Studies, Richmond College

Neil McCluskey, Dean
Teacher Education, Lehman College

Gerald Leinwand, Dean
School of Education, Baruch College

Elizabeth Seittelman, Chairwoman
Division of Education, York College

Regular Conferee:
Royce Philips, Chairman
Department of Education, Medgar Evers College

CONFERENCE SPEAKERS

Dr. Doyle M. Bortner, Dean
School of Education, The City College
Conference Host

Dr. George Z. F. Bereday
Professor of Comparative Education
Teachers College, Columbia University
The Benjamin Rosner Memorial Lecture

and

Dr. Noel J. Brown
Senior Liaison Officer
United Nations Environment Programme

Dr. Jyoti Shankar Singh
Assistant Executive Secretary
United Nations Fund for Population Activities

Myron Winick, M.D.
Director, Institute of Human Nutrition
College of Physicians and Surgeons, Columbia University

The Honorable Bella Abzug
Member, United States House of Representatives

OPENING REMARKS

*Doyle M. Bortner
Dean, School of Education
The City College*

It is with mixed emotions that I fulfill my responsibilities for the host institution, City College, by introducing the first annual Benjamin Rosner Memorial Lecture on the occasion of the City University Teacher Education Conference. It is certainly a privilege and yet a privilege tinged with sadness, a privilege because this first lecture is the forerunner of a continuing series created to memorialize one who contributed so very much to the development and improvement of teacher education and, in a larger sense, to public education; a sadness because, through Benjamin Rosner's untimely death at a still very youthful age, we have lost a leader who would have contributed so very much more in the years ahead.

Most of you knew Ben Rosner as a man of outstanding professional talent and vision which he combined with great personal warmth, sensitivity, and, indeed, humor, in his everyday activities. Some few of you had the opportunity to know him, as did I, as a very close personal friend. But on this occasion it is appropriate to recall a few of the highlights of his distinguished professional career.

Ben Rosner received both a bachelor's and a master's degree from Brooklyn College before moving on to Teachers College, Columbia, which awarded his doctorate. Among his professional roles were service as a public school teacher and as a member of the Education faculties of the University of Buffalo, Rutgers University and Brooklyn College before assuming the position as Director of the Test Development Division of the Educational Testing Service at Princeton. In this role he had leadership responsibilities for the work of a staff of 100 in the development of tests in a wide range of subject areas at all educational levels and in the design and implementation of research in areas pertinent to testing. In 1967, he was appointed by the Chancellor of City University to the top position in its teacher education program, University Dean of Teacher Education. He held this position for six years, years marked by his untiring efforts and by distinct success, to bring greater national visibility to the University's teacher education programs, to introduce new and innovative programs, to secure research and operational grants, and to establish close working relationships with the public schools and with community and professional organizations, including the United Federations of Teachers. In 1973, he was attracted from City University by an appointment as Dean of the College of Education of Temple University, one of

the largest colleges of education in the nation. That he was extremely well liked and highly respected there, that he was even in his first year assuming a clearly innovative role, I know from direct contacts with a number of his colleagues who were left without his leadership when he passed away last April.

Ben Rosner wrote widely and well, particularly in the areas of research and measurement. But in the area of publications, he will probably be best remembered for his chairmanship of the national committee that, in 1972, issued the major report entitled *The Power of Competency-Based Teacher Education*. He also presented many papers before a wide and diverse group of state, regional, and national bodies. Finally, he served as consultant to public agencies and private foundations with assignments ranging geographically from New York City to Brazil.

Ben Rosner always took much pride in his family. He is survived by three fine children and his wife, Mrs. Frieda Rosner, currently a doctoral fellow at Temple University. I am particularly pleased that she is with us today for this first memorial lecture honoring her husband and to be able to present Mrs. Benjamin Rosner to you.

GLOBAL CONCERNS FOR EDUCATION

George Z. F. Bereday

America has always been something of a pilot project for the world—a place where people of different kinds are determining whether they can live together. American educators must accept the challenge to continue this project by accumulating the knowledge and developing the commitment that will prevent the United States from committing acts that oppress people in other lands. In the wake of the communications revolution, increasing commercial relations, and the threat of nuclear holocaust, the world has contracted, so that more than ever, Americans cannot isolate themselves. They must look and respond with renewed concern upon events in other countries, even as the pressing, immediate problems of their own everyday lives claim their attention. The educator, in particular, must see the picture of the world as it is painted in other lands.

The nature of the political process in the United States is such that the country goes through Biblical cycles of seven lean years and seven fat years. There was a time when the welfare of the rest of the world was uppermost in the minds of Americans and when national policies generously took into consideration the problems of people in other countries. America is now having its lean years, and its attention is on different matters. The Peace Corps, America's most important export in the last decade, is on the decline, but in its prime the Corps presented our country in a way the world has never seen before or since. In the sixties, a group of young Peace Corps volunteers, all of whom were high school dropouts, studied French eight hours a day in the Virgin Islands and then proceeded to the jungles of Gabon in West Africa. Their assignment was not to teach in schools as most volunteers do, but to cut down trees and build schools. With much moral fibre and spiritual dedication, these lumberjacks lived in tents that exposed their bodies to heat and infections from fungus. Young people now have less and less opportunity to serve the world as they did then, but the world will not let America forget the picture it once drew of itself as a nation concerned with the people of other lands.

At the same time that a temporary decline in America's human and environmental resources has lessened its outward flow of energies, the communications revolution continues to place each country closer to the doorstep of every other country. Not very long ago, the trooping of the colors in England was televised for the first time in Moscow. When the British Secretary of Foreign Affairs was asked why the first telecast should present this particular event, he replied,

"Nothing will demonstrate our democracy better than our Monarch surrounded by her troops." The lack of communication, which this example illustrates, is fast disappearing. Last year, it took nine hours for a brand new jet to fly from Honolulu to Tokyo. This year, in an even newer jet, it took eight hours. As many Americans lived perhaps quietly and inconsequentially with their own concerns during the past year, the distance between Honolulu and Tokyo shrank by one hour.

This interconnection and interdependence among countries of the world and among parts of the United States also extends to commercial relations. Some years ago, some people at the University of Delaware were holding a meeting at which they berated the City of New York—where, incidentally, "foreigners," or the minorities are in the majority—for destroying their budding oyster industry at the mouth of the Delaware River. The City of New York at that time was being affected by such severe droughts that swimming pools were being kept at half level in summer and water was drying up in taps in the evening during television commercial breaks when people were using their bathrooms. To alleviate this condition, the city constructed aqueducts to bring water from upper New York State, and the upper springs of the Delaware River decreased enough to permit salt water to move inland. When it entered the mouth of the Delaware, the salt water destroyed certain cultures of bacteria that thrived in the salt water and fed the oysters. As a result, the whole oyster industry, which Delaware had spent millions of dollars to develop, was in danger.

During the past year the United Nations laid the groundwork for a program that would foster economic interconnections throughout the world that parallel the political interconnections. This kind of action becomes necessary when, as happened not very long ago, a change in the price of fishing boats in Maine resulted in a change in the price of rice on the Stock Exchange in Tokyo. Because Maine and Tokyo are competitors in the construction of fishing boats, any change in the price of boats will affect the price of rice.

With the threat of nuclear holocaust that could destroy entire cities and countries, the concept of political tolerance and co-existence has spread throughout the world. People are beginning to learn that they must put down their differences and act against their individual interests when the larger interest of the world as a whole requires it. The people of Massachusetts supported, although grudgingly, the construction of the St. Lawrence Seaway which, in bypassing the ports of their state, took away much of their income and brought that income instead to the Midwest.

The challenges to education in a world which is daily becoming smaller and smaller are immense. In his book, Philip Coombs has pointed out that while the number of school places in the world doubled during the past fifteen years, illiteracy increased by 15 percent from 45 to 60 percent.¹ Six out of ten people today do not know how to read and write. The world has been engaged in an heroic effort to expand educational opportunities to the masses, but it is still too little, too late, and the problems are now awesome. The Republic of Zaïre in Africa managed in a decade to raise from 20 percent to 55 percent the number of five to fourteen-year-olds in educational programs. Other countries, like Colombia, succeeded in making statutory two years of education for all children. But Colombians—and indeed most other Latin American peoples—do not believe in coeducation. Boys attend school on Mondays, Wednesdays, and Fridays, and girls attend on Tuesdays, Thursdays, and Saturdays. As a result, the two years of education which the statute requires actually means only one year.

Other countries encounter language problems in expanding educational opportunities. In Tanzania in East Africa, students use Swahili when they start school, but suddenly switch to English in Grade Six. In Zaïre, functional illiteracy exists across the borders of neighboring units of territory because the first grades teach children to read and write only in the native dialect of their own unit.

The extent to which one responds to the challenge of providing the masses with educational opportunities depends upon one's perspective of the world—essentially one's concern for the people of the world. In Santiago a group of educators were proceeding one midnight from a dinner in a restaurant through the city to another destination, when one of the most distinguished educators of that country stepped over a child sleeping in a gutter. When he was asked how he, an educator, could step over a vagrant child sleeping in the gutter and continue walking, he answered, "I didn't notice the child." The challenge to educators, then, is the children who not only do not attend school and are illiterate, but who also have been abandoned and are starving. They are first denied the opportunity to go to school and then are victimized for their lack of learning.

While a highly industrialized society such as the United States may profess to know little of these matters, it nevertheless denies certain categories of students the opportunity for learning.² For example, the states of New York, New Jersey,

¹ Coombs, Philip H., *The World Educational Crisis: A Systems Analysis*. Oxford University Press; New York, 1968.

² This information is part of the research conducted by the author in his study of school law for

and Pennsylvania, all of which constitutionally provide the right of a thorough and efficient education for all children, have statutes which allow schools to expel children who are not performing up to a certain non-criminal standard and to deny entrance to children who have handicaps that the organized programs cannot cater to.

In fulfillment of the sociology of education course at Teachers College, Columbia University, students are permitted to undertake action-oriented projects instead of writing term papers. Last summer, two black men, a principal in a wealthy elementary school in the county of Westchester and a chief tutor in a school for criminal children in the same county, worked with four little boys who attended the school for criminal children. The two hundred children who attend this school are not really criminals. They are children who have been victims of the physical abuse by their parents. The courts of New York have adjudged them to be neglected and have committed them to this school, pending eventual foster placement. Because the principal and the tutor were working with them, these four boys were lucky enough to be allowed to enter the Public Primary School that year and receive their statutory right to a public education. The other two hundred remained isolated in an institution operated by a staff mostly composed of people without a high school education. The educational program in the school is virtually non-existent and certainly falls below the standards of the already unexacting level of public schools.

By looking at education from a global perspective, educators will be able to see that the problems which exist "out there" also exist at home. Children are excluded from schools in both places. "Out there," children are sleeping in the gutters; here, there is just as much deprivation. Research now being conducted in New York City in a predominantly Hispanic area which is even poorer than Harlem, reveals that twenty percent of the children come from families who are living illegally in this country. The parents do not qualify, nor do they dare to apply, for welfare or public housing, and the children certainly don't complain to the police when someone hits them.

Many countries provide their children only with the most fundamental of educations. Liberian UNESCO workers are allotted a budget of six dollars per student each year. This amount is barely enough to put up a thatched roof and to

the Center of Law and Education, Newark, New Jersey. A book, *Exclusion From Schools: Crippled and Criminal Children in World Perspective*, is in preparation. Readers should also consult *Children Out of School in America*. A report by the Children's Defense Fund of the Washington Research Project, Inc., 1974.

teach the most basic skills, such as how to boil water to prevent dysentery and how to make slippers that will protect the feet from picking up hookworms. In the early twenties, Turkey legislated a tremendous practical effort to ensure five years worth of education for its children. "Primary education for all" became the slogan. Despite this legislation, the Turks must use ingenious measures to overcome the continuing shortage of schools and the inadequacies of teacher training. Wealthy farmers from each village attend teacher institutes for three months and then return to hold schools in their farmhouses. In addition, military cadets serve part of their duty as teachers in village classrooms. During the first six months after their conscription, along with their military training, they learn how to teach the three R's. Children attend school only part-time because they are needed for agricultural labor and generally do not finish their five years of education until they are eighteen.

Out of the hundred and twenty countries which provide educational systems, only the United States, Japan, The Soviet Union, Canada, the Northwestern European nations, and the district of São Paulo in Brazil have committed themselves to mass education, or at least to eight years of schooling for all children. Only recently, England (1944) and France (1958) legislated that children must remain in school until the age of 16, instead of the previous age of 15, thus requiring eight school years. In the most advanced countries, the battleground for mass education is on the frontier between the ages of 16 and 18. Since age 16 seems to be the iron-clad line which ends the compulsory mass effort, it has become necessary to speak of post-compulsory rather than post-secondary education.³ Age 16 and older obviously no longer belongs to secondary schools. A semi-college type enterprise already operates in the sixth form in England, the elective four-year track senior high school in America, and the *koto gakko* in Japan.

Internationally it is safe to predict that the figure of the college-going population will stabilize at 50 percent. The U.S. has probably reached a maximum level by bringing over 45 percent of its children into post-compulsory education. A high percentage has been achieved in certain regions, notably in California where 80 percent of the students move into the post compulsory age belt. This exception has been the result of an imaginative transformation of the traditional college into a multiversity. Inasmuch as there has been little adoption of this model nationally or internationally, there is no reason to anticipate a post-compulsory school population of more than 50 percent.

³Bereday, G., *Universities for All*. San Francisco: Jossey-Bass Publishers, 1973, Ch. 2.

Few countries have attempted to fuse academic learning and vocational training. Even in the United States, it is unclear whether the practical vocational training offered in the community colleges can be accurately considered a form of higher education.

Only Sweden, France, the Soviet Union, and the United States are currently expanding higher education beyond 20 percent of the 16-year old age group. The point of saturation in most mass education countries is near. Canada, for example, has begun to experience something it calls "shortfall." After the government had funded universities, built new buildings, and hired professors, school opened and the students did not appear. As the value of college degrees has declined in the market, some students have rejected higher education.

Until recently, teacher education primarily operated on the quintuple system in which a teacher was trained for one of five separate age groups or levels of learning. Although the system still exists to a degree, the trend is toward a unification that corresponds to the perspective of an interconnected and interdependent world. The original teachers of pre-schoolers, who make up the first level of training, were heirs to the English governesses, women who often became no more than glorified practical nurses all over the world. During the last century, when payment by results prevailed, they would tell the school inspectors, "It is little they pays us and little we teaches them."

The emergence of the second group of primary school teachers was due largely to the efforts of Frederick the Great who funded what must remain to this day the most magnificent of all primary schools, the German *Volkschule*. The third and fourth groups were the secondary and vocational school teachers. The latter group were recruited as teachers more often after apprenticeship than after regular training. The fifth group included teachers at the higher education level for which the preparation in most countries is woefully undefined, but for whom the status and prestige is totally out of proportion to that of teachers on the other four levels.

The conversion to one model of teacher training is designed to create a strong profession of teachers united by common professional interests and by their commitment to share work at all levels. Psychological research increasingly indicates that quality in teaching is more important at the beginning than at the end of the school track. The Soviet Union united pre-school and primary training when in 1959 the Ministry of Health was forced to surrender the pre-schools to the Ministry of Education. These two levels of training, like the separate

ministries which controlled them, had been rivals as all great organizations are tempted to be in a centralized, monolithic economy. For years, the Ministry of Health refused to pass along its files as the children moved from nursery schools to kindergartens. As a result, the Ministry of Education started anew without basic prior data on each child. With the forcible union of the two groups, a new cluster unified in interests has developed.

In France and England, and to some extent in Germany, there has been traditionally little distinction between senior secondary school teachers and university professors. The Japanese system makes little insistence that its university instructors hold Ph.D.'s. Graduates of colleges are qualified to become general teachers who may work as professors of either universities or secondary schools or as the venerated mentors of the Japanese communities where it is still blasphemous to step on the shadow of a teacher.

The unification of pre-school and primary school and of the secondary and higher education levels has resulted in the general upgrading of all teacher training institutions. Among the civilized countries, only France retains the secondary level normal school of the early days. Even Portugal and Spain recently converted to colleges of teacher training. During the Vichy regime in France, the *école normale* was made into a college, but the Fourth Republic, which abrogated practically all the accomplishments of the Vichy regime, moved the normal schools back down to the secondary school level where they still remain.

In a celebrated article, Karl Bigelow presents the history of a teacher training institution in Kalamazoo, Michigan as an example of what has been happening to such institutions all over the world.⁴ In 1903 it was established as Western State Normal School, a normal school. Twenty-four years later, it became Western State Teachers College, and fourteen years after that, Western Michigan College of Education. In 1955 it became Western Michigan College, and now it is Western Michigan University. Kent University, which made a similar transformation into a multi-faculty institution with a multi-education faculty, still retains the spirit of teacher training.

The United States has already made that first thrust for total unification, and teachers of all levels are beginning to be trained under a common roof. Ten years ago, Teachers College, Columbia University, was the first school to institute Doctor of Education degrees in college subjects. Students were able to combine a

⁴Bigelow, K. W., "The Passing of the Teachers College." *Teachers College Record*, 1957, 58 (3), 409-417.

higher quality education with their study of the teaching profession so that they became qualified also to teach academic subjects on the college level. This more universal type of training developed because colleges of education, as they became universities, preferred to go to teachers' colleges for placement rather than to graduate departments which considered them inferior. Other professors long ago set the precedent for this present attempt at educational unification. The law profession contains Supreme Court Justices on the one hand and small town lawyers on the other. Likewise, the medical profession consists of great surgeons and purely perfunctory administrators in hospitals.

In conclusion, the mission of the American people is to achieve a high level of global sophistication that will permit them to serve others, and through this service, to carry out their own interests. In order for American educators to contribute to this effort, they must be able to foresee the necessary modifications in teacher training that correspond to the development and expansion of educational systems throughout the world, gain awareness of the cultural differences and economic problems of the people of the world who have limited educational opportunities, and renew their concern for the world itself, which has rapidly become interconnected and interdependent both politically and economically. The Peace Corps was a significant move in the right direction. American volunteers were able to put aside the technological conveniences of their own culture to live in societies where the masses of people fight a day-to-day battle against starvation. Even though the United States to a minor degree is currently facing some of these problems as a result of the recession and high inflation, Americans must continue to tap their resources in educational and political leadership and fulfill their commitment to a world they have always served in the past.

George Z. F. Bereday is Professor of Comparative Education at Teachers College, Columbia University. A native of Poland, Dr. Bereday received his education at the University of London, Oxford, and Harvard where he earned his doctorate in Comparative Education and Sociology. He is currently working for the degree of Doctor of Jurisprudence at Columbia. He has held fellowships in Poland through the Ford Foundation, in Singapore through the Carnegie Foundation, and at Harvard in law and political science.

*Dr. Bereday has been a Senior Specialist at the East-West Center at the University of Hawaii, Director of the Japanese-American Teachers Program at the Institute of International Education, consultant and editor of the University of United Nations Feasibility Study for UNESCO, and a member of the First Cultural Mission to the USSR for the United States Office of Education. A frequent lecturer at American and European universities, Dr. Bereday has written widely in his field and his work has appeared in numerous distinguished journals. His most recent books are *The Universities for All* and *American Education Through Japanese Eyes*, both published in 1973.*